



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 12231583  
SAU: MSAD 29  
School: Houlton Southside School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 6

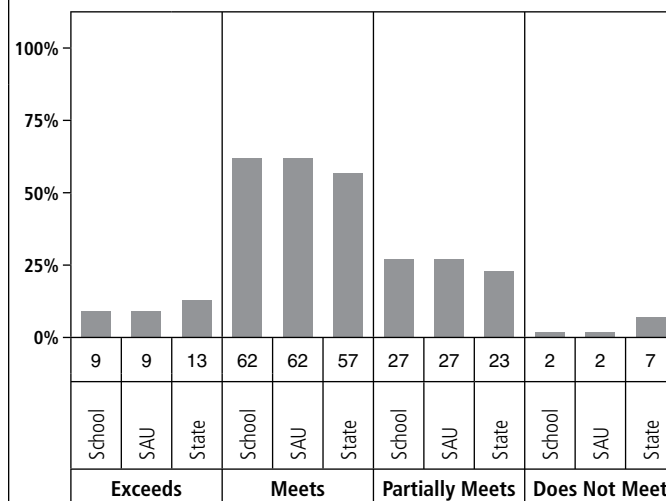
SAU: MSAD 29

School: Houlton Southside School

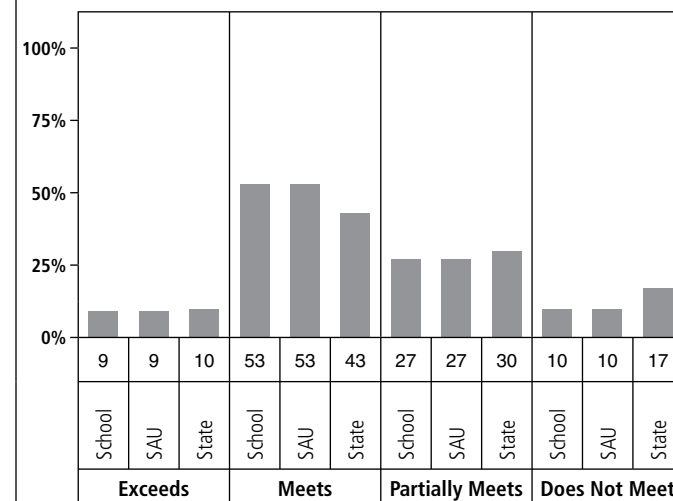
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	640	640	644
2006–2007	644	644	646
<b>2007–2008</b>	<b>648</b>	<b>648</b>	<b>648</b>
Cum. Avg. *	644	644	646
<b>Mathematics</b>			
2005–2006	636	636	641
2006–2007	641	641	643
<b>2007–2008</b>	<b>645</b>	<b>645</b>	<b>642</b>
Cum. Avg. *	640	640	642

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 6  
SAU: MSAD 29  
School: Houlton Southside School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	89	100	89	100	14365	100	89	100	89	100	14266	99	89	100	89	100	14268	99						
<b>Ethnicity</b> African American/Black	1	1	1	1	418	3	1	100	1	100	407	97	1	100	1	100	413	99						
American Indian or Native Alaskan	10	11	10	11	111	1	10	100	10	100	110	99	10	100	10	100	110	99						
Asian or Pacific Islander	0	0	0	0	249	2	0	0	0	0	249	100	0	0	0	0	248	100						
Hispanic	2	2	2	2	149	1	2	100	2	100	147	99	2	100	2	100	147	99						
Caucasian/White	76	85	76	85	13438	94	76	100	76	100	13353	100	76	100	76	100	13350	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	16	18	16	18	2518	18	16	100	16	100	2479	99	16	100	16	100	2479	99						
<b>Current LEP</b>	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99						
<b>Economically disadvantaged</b>	46	52	46	52	5335	37	46	100	46	100	5277	99	46	100	46	100	5279	99						
<b>Migrant</b>	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	67	75	67	75	11613	81	67	75	67	75	11626	81						
Identified disability (PET/IEP)	0	0	0	0	373	3	0	0	0	0	373	3						
LEP	0	0	0	0	187	2	0	0	0	0	187	2						
504 plan	0	0	0	0	149	1	0	0	0	0	150	1						
<b>Participation with accommodations</b>	19	21	19	21	2451	17	19	21	19	21	2446	17						
Identified disability (PET/IEP)	13	68	13	68	1909	78	13	68	13	68	1910	78						
LEP	0	0	0	0	142	6	0	0	0	0	152	6						
504 plan	2	11	2	11	85	3	2	11	2	11	84	3						
Other	4	21	4	21	350	14	4	21	4	21	335	14						
<b>Participation through alternate assessment (PAAP)</b>	3	3	3	3	197	1	3	3	3	3	196	1						
Identified disability (PET/IEP)	3	100	3	100	197	100	3	100	3	100	196	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	24	0	0	0	0	0	24	0						
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	73	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 6  
SAU: MSAD 29  
School: Houlton Southside School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	2	2	3	3	1176	8
	2006-2007	5	5	5	5	1132	8
	<b>2007-2008</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>1817</b>	<b>13</b>
	Cum. Total*	15	5	16	6	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	42	42	42	42	7612	51
	2006-2007	56	56	56	56	8127	57
	<b>2007-2008</b>	<b>53</b>	<b>62</b>	<b>53</b>	<b>62</b>	<b>8072</b>	<b>57</b>
	Cum. Total*	151	53	151	53	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	41	41	40	40	4080	27
	2006-2007	26	26	26	26	3549	25
	<b>2007-2008</b>	<b>23</b>	<b>27</b>	<b>23</b>	<b>27</b>	<b>3194</b>	<b>23</b>
	Cum. Total*	90	31	89	31	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	16	16	16	16	2005	13
	2006-2007	13	13	13	13	1478	10
	<b>2007-2008</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>981</b>	<b>7</b>
	Cum. Total*	31	11	31	11	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	32.8	58.6	32.8	58.6	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	16.1	57.5	16.1	57.5	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	16.7	59.6	16.7	59.6	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: MSAD 29  
 School: Houlton Southside School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	86	8	9	53	62	23	27	2	2	648	86	9	62	27	2	648	14064	13	57	23	7	648
<b>Ethnicity</b>																						
African American/Black	1										1						399	7	47	28	17	642
American Indian or Native Alaskan	9	0	0	5	56	2	22	2	22	642	9	0	56	22	22	642	108	4	54	32	10	643
Asian or Pacific Islander	0										0						247	16	60	20	4	650
Hispanic	2										2						145	8	45	34	14	643
Caucasian/White	74	8	11	46	62	20	27	0	0	648	74	11	62	27	0	648	13165	13	58	22	7	648
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	13	0	0	4	31	7	54	2	15	639	13	0	31	54	15	639	2282	2	29	42	27	636
No	73	8	11	49	67	16	22	0	0	649	73	11	67	22	0	649	11782	15	63	19	3	650
<b>Current LEP</b>																						
Yes	0										0						329	4	44	30	22	640
No	86	8	9	53	62	23	27	2	2	648	86	9	62	27	2	648	13735	13	58	23	7	648
<b>Economically disadvantaged</b>																						
Yes	43	0	0	23	53	18	42	2	5	643	43	0	53	42	5	643	5153	6	51	31	12	643
No	43	8	19	30	70	5	12	0	0	653	43	19	70	12	0	653	8911	17	61	18	4	650
<b>Migrant</b>																						
Yes	0										0						7	14	57	14	14	648
No	86	8	9	53	62	23	27	2	2	648	86	9	62	27	2	648	14057	13	57	23	7	648
<b>Gender</b>																						
Female	50	5	10	28	56	15	30	2	4	647	50	10	56	30	4	647	6967	16	59	20	5	650
Male	36	3	8	25	69	8	22	0	0	649	36	8	69	22	0	649	7097	9	56	26	9	646
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	13	0	0	4	31	8	62	1	8	640	13	0	31	62	8	640	1186	6	41	42	11	642
No	73	8	11	49	67	15	21	1	1	649	73	11	67	21	1	649	12878	14	59	21	7	648
<b>Gifted/talented program</b>																						
Yes	7	3	43	4	57	0	0	0	0	660	7	43	57	0	0	660	557	50	48	2	0	661
No	79	5	6	49	62	23	29	2	3	647	79	6	62	29	3	647	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 6

SAU: MSAD 29

School: Houlton Southside School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	2 74 24 0	0 7 1	0 11 5	1 38 13	50 60 65	1 16 6	50 25 30	0 2 0	0 3 0	643 648 648	2 74 24 0	0 11 5	50 60 65	50 25 30	0 3 0	643 648 648	6 56 34 3	7 13 15 9	43 58 60 46	30 23 20 29	20 6 5 16	641 648 649 643
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	36 55 7 1	1 7 0 0	3 15 0 0	21 28 2 1	68 60 33 100	9 10 4 0	29 21 67 0	0 2 0 0	0 4 0 0	647 649 640 654	36 55 7 1	3 15 0 0	68 60 33 100	29 21 67 0	0 4 0 0	647 649 640 654	40 48 9 3	17 12 7 3	60 59 45 31	19 23 34 37	5 6 15 29	650 648 643 637
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	23 60 18 0	5 3 0	26 6 0	14 29 8	74 58 53	0 17 6	0 34 40	0 1 1	0 2 7	657 645 643	23 60 18 0	26 6 0	74 58 53	0 34 40	0 2 7	657 645 643	28 54 16 2	26 9 3 1	58 61 48 37	11 24 37 39	4 6 13 23	653 647 642 637
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	8 78 14	1 6 1	14 9 8	5 38 9	71 58 75	1 20 2	14 30 17	0 2 0	0 3 0	650 647 653	8 78 14	14 9 8	71 58 75	14 30 17	0 3 0	650 647 653	15 66 18	10 13 15	48 59 58	27 22 20	15 5 7	644 649 649
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	5 56 39	0 3 5	0 6 15	2 28 22	50 58 67	1 16 6	25 33 18	1 1 0	25 2 0	641 646 651	5 56 39	0 6 15	50 58 67	25 33 18	25 2 0	641 646 651	9 54 36	2 9 21	37 59 60	37 26 15	23 6 4	638 647 652
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	51 46 2	5 3 0	12 8 0	27 23 1	63 59 50	11 11 1	26 28 50	0 2 0	0 5 0	649 647 647	51 46 2	12 8 0	63 59 50	26 28 50	0 5 0	649 647 647	46 50 3	13 14 5	56 60 46	24 21 30	7 6 20	648 649 641
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	18 59 5 19	2 6 0 0	13 12 0 0	10 27 4 11	67 54 100 69	2 16 0 5	13 32 0 31	1 1 0 0	7 2 0 0	653 646 647 647	18 59 5 19	13 12 0 0	67 54 100 69	13 32 0 31	7 2 0 0	653 646 647 647	19 51 12 18	19 15 9 4	58 60 56 50	17 20 26 34	6 5 9 13	651 649 646 643
<b>Optional school/SAU question</b> A. B. C. D.	0 100 0 0										0 100 0 0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 6  
SAU: MSAD 29  
School: Houlton Southside School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	5	5	5	5	1463	10
	2006-2007	7	7	7	7	2092	15
	<b>2007-2008</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>9</b>	<b>1474</b>	<b>10</b>
	Cum. Total*	20	7	20	7	5029	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	33	33	33	33	5914	40
	2006-2007	45	45	45	45	5731	40
	<b>2007-2008</b>	<b>46</b>	<b>53</b>	<b>46</b>	<b>53</b>	<b>6008</b>	<b>43</b>
	Cum. Total*	124	43	124	43	17653	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	35	35	35	35	4494	30
	2006-2007	29	29	29	29	4175	29
	<b>2007-2008</b>	<b>23</b>	<b>27</b>	<b>23</b>	<b>27</b>	<b>4244</b>	<b>30</b>
	Cum. Total*	87	30	87	30	12913	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	28	28	28	28	3014	20
	2006-2007	19	19	19	19	2308	16
	<b>2007-2008</b>	<b>9</b>	<b>10</b>	<b>9</b>	<b>10</b>	<b>2346</b>	<b>17</b>
	Cum. Total*	56	20	56	20	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>19</b>	<b>34</b>	9.8	51.6	9.8	51.6	9.6	50.5
<b>Cluster 2: Shape and Size</b>	<b>15</b>	<b>27</b>	9.9	66.0	9.9	66.0	8.1	54.0
<b>Cluster 3: Mathematical Decision Making</b>	<b>7</b>	<b>13</b>	4.4	62.9	4.4	62.9	4.2	60.0
<b>Cluster 4: Patterns</b>	<b>15</b>	<b>27</b>	7.5	50.0	7.5	50.0	7.5	50.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: MSAD 29  
 School: Houlton Southside School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	86	8	9	46	53	23	27	9	10	645	86	9	53	27	10	645	14072	10	43	30	17	642
<b>Ethnicity</b>																						
African American/Black	1										1						409	4	26	35	35	632
American Indian or Native Alaskan	9	1	11	2	22	5	56	1	11	641	9	11	22	56	11	641	108	6	26	39	29	635
Asian or Pacific Islander	0										0						247	13	50	25	13	646
Hispanic	2										2						145	9	32	34	25	638
Caucasian/White	74	7	9	41	55	18	24	8	11	646	74	9	55	24	11	646	13163	11	43	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	13	0	0	3	23	6	46	4	31	631	13	0	23	46	31	631	2283	2	18	31	49	627
No	73	8	11	43	59	17	23	5	7	648	73	11	59	23	7	648	11789	12	48	30	10	645
<b>Current LEP</b>																						
Yes	0										0						339	5	22	32	41	631
No	86	8	9	46	53	23	27	9	10	645	86	9	53	27	10	645	13733	11	43	30	16	643
<b>Economically disadvantaged</b>																						
Yes	43	1	2	18	42	17	40	7	16	640	43	2	42	40	16	640	5160	4	34	36	26	636
No	43	7	16	28	65	6	14	2	5	651	43	16	65	14	5	651	8912	14	48	27	11	646
<b>Migrant</b>																						
Yes	0										0						7	0	57	43	0	641
No	86	8	9	46	53	23	27	9	10	645	86	9	53	27	10	645	14065	10	43	30	17	642
<b>Gender</b>																						
Female	50	0	0	27	54	16	32	7	14	641	50	0	54	32	14	641	6974	10	43	31	16	642
Male	36	8	22	19	53	7	19	2	6	651	36	22	53	19	6	651	7098	11	42	30	17	642
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	13	0	0	2	15	7	54	4	31	632	13	0	15	54	31	632	1192	4	23	43	30	634
No	73	8	11	44	60	16	22	5	7	648	73	11	60	22	7	648	12880	11	44	29	15	643
<b>Gifted/talented program</b>																						
Yes	7	1	14	6	86	0	0	0	0	653	7	14	86	0	0	653	557	53	42	4	0	663
No	79	7	9	40	51	23	29	9	11	645	79	9	51	29	11	645	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 6  
SAU: MSAD 29  
School: Houlton Southside School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	1	50	1	50	627	2	0	0	50	50	627	6	6	33	31	31	635
B. less than one hour	74	7	11	34	54	17	27	5	8	647	74	11	54	27	8	647	56	11	43	30	16	643
C. one to two hours	24	0	0	12	60	5	25	3	15	642	24	0	60	25	15	642	34	11	45	30	14	644
D. more than two hours	0										0						3	6	33	32	28	636
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	55	6	13	29	62	9	19	3	6	648	55	13	62	19	6	648	45	14	47	28	11	646
B. They match some of what I have learned.	35	1	3	15	50	11	37	3	10	644	35	3	50	37	10	644	43	8	43	33	17	641
C. They match just a little of what I have learned.	9	0	0	2	25	3	38	3	38	630	9	0	25	38	38	630	9	6	30	33	32	635
D. There is no match.	0										0						3	5	15	25	54	626
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	29	5	20	18	72	2	8	0	0	655	29	20	72	8	0	655	29	24	51	17	8	651
B. good	59	2	4	26	52	17	34	5	10	643	59	4	52	34	10	643	48	6	45	33	16	641
C. fair	12	0	0	2	20	4	40	4	40	633	12	0	20	40	40	633	19	1	29	42	28	634
D. poor	0										0						3	0	15	41	44	627
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	25	0	0	11	52	4	19	6	29	638	25	0	52	19	29	638	24	5	38	33	24	638
B. about the same as my regular schoolwork	65	3	5	32	58	17	31	3	5	646	65	5	58	31	5	646	62	9	45	31	14	643
C. easier than my regular schoolwork	11	4	44	3	33	2	22	0	0	657	11	44	33	22	0	657	14	26	43	20	12	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	53	4	9	24	53	12	27	5	11	645	53	9	53	27	11	645	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	45	3	8	21	55	11	29	3	8	646	45	8	55	29	8	646	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	1	50	0	0	1	50	641	2	0	50	0	50	641	3	9	33	27	32	637
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	20	3	18	8	47	5	29	1	6	646	20	18	47	29	6	646	17	8	39	30	22	639
B. two or three days a week	43	4	11	18	50	10	28	4	11	647	43	11	50	28	11	647	34	11	44	31	14	643
C. two or three times each month	33	0	0	18	67	6	22	3	11	644	33	0	67	22	11	644	31	12	44	29	15	644
D. never or almost never	4	0	0	1	33	1	33	1	33	641	4	0	33	33	33	641	18	10	42	31	18	642
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	71	3	5	40	67	12	20	5	8	647	71	5	67	20	8	647	11	11	37	29	23	641
B. two or three days a week	20	4	24	5	29	5	29	3	18	645	20	24	29	29	18	645	32	11	44	30	15	643
C. two or three times each month	5	0	0	0	0	4	100	0	0	635	5	0	0	100	0	635	32	11	45	30	15	643
D. never or almost never	4	0	0	1	33	1	33	1	33	633	4	0	33	33	33	633	26	9	40	32	19	641
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	12	1	10	2	20	5	50	2	20	639	12	10	20	50	20	639	7	6	29	33	32	635
B. 30–45 minutes	38	4	13	15	47	10	31	3	9	645	38	13	47	31	9	645	37	8	39	34	20	640
C. 45–60 minutes	48	2	5	27	66	8	20	4	10	646	48	5	66	20	10	646	42	13	47	28	12	645
D. more than 60 minutes	2	0	0	2	100	0	0	0	0	652	2	0	100	0	0	652	15	12	46	27	15	644
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	0	0	0	0	1	100	0	0	640	100	0	0	100	0	640						
C.	0										0											
D.	0										0											